

INTEGRATING NEW GENERATION TEACHING MATERIALS IN ENGLISH LANGUAGE EDUCATION IN UZBEKISTAN

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O'ZBEKISTONDA, INGLIZ TILINI O'QITISHDA YANGI AVLOD O'QUV ADABIYOTLARINI INTEGRATSIYASI

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ИНТЕГРАЦИЯ НОВОГО ПОКОЛЕНИЯ УЧЕБНЫХ МАТЕРИАЛОВ В ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ В УЗБЕКИСТАНЕ

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Abstract. This article examines the importance of new-generation teaching materials in English language education, especially in Uzbekistan's context of educational reform. It underscores the transition from traditional textbooks to interactive, learner-centred resources that cultivate critical thinking and practical language skills. The article discusses the challenges and opportunities involved in developing and implementing these new materials, emphasizing the need for teacher training, technological infrastructure, and culturally relevant content. The study explores English language teachers' experiences and perspectives in Uzbekistan, offering insights into the effective integration of contemporary resources aligned with learners' evolving needs. The findings highlight teachers' varying levels of familiarity, perceptions of benefits and challenges, and confidence in utilizing these materials. The paper concludes by advocating for continued research and collaboration to ensure the successful incorporation of new-generation teaching materials in English language classrooms, ultimately enhancing the quality of English language education in Uzbekistan.

Keywords: New-generation teaching materials; English

language education; Educational reforms; Teacher Training; Technology; Culturally relevant content.

Annotatsiya. Ushbu maqola yangi avlod o'qitish materiallarining ingliz tili ta'limidagi ahamiyatini, ayniqsa O'zbekiston ta'lim islohotlari kontekstida o'rganildi. Unda an'anaviy darsliklardan interaktiv, o'quvchilar markazida turgan resurslarga o'tishni ta'kidlaydi, bu esa tanqidiy fikrlash va amaliy til ko'nikmalarini rivojlantiradi. Maqola ushbu yangi materiallarni ishlab chiqish va joriy etish bilan bog'liq muammolar va imkoniyatlarni muhokama qildi, o'qituvchi tayyorlash, texnologik infratuzilma va madaniy jihatdan mos kontent zarurligiga e'tibor qaratadi. Tadqiqot O'zbekistondagi ingliz tili o'qituvchilarining tajribasini va fikrlarini tahlil qilib, o'quvchilarning rivojlanayotgan ehtiyojlariga mos keladigan zamonaviy resurslarni muvaffaqiyatli integratsiya qilish uchun g'oyalarni taklif etadi. Natijalar o'qituvchilarning yangi materiallar bilan tanishligi, ularning afzalliklari va muammolari haqidagi tushunchalari, shuningdek, bu materiallardan foydalanishdagi ishonch darajasini ko'rsatadi. Yakunida maqola yangi avlod o'qitish materiallarini ingliz tili darslariga muvaffaqiyatli joriy etish uchun tadqiqot va hamkorlikni davom ettirishni tavsiya etadi, bu esa O'zbekistondagi ta'lim sifatini oshirishga olib keladi.

Kalit so'zlar: Yangi avlod o'qitish materiallari; ingliz tili ta'limi; ta'lim islohotlari; o'qituvchi tayyorlash; texnologiya; madaniy jihatdan mos kontent.

Аннотация. Статья исследует важность материалов нового поколения в обучении английскому языку, особенно в контексте образовательных реформ в Узбекистане. В ней подчеркивается переход от традиционных учебников к интерактивным, ориентированным на учащихся ресурсам, которые развивают критическое мышление и практические языковые навыки. Статья обсуждает проблемы и возможности, связанные с разработкой и внедрением этих новых материалов, акцентируя внимание на необходимости подготовки учителей, технологической инфраструктуры и культурно релевантного контента. Исследование анализирует опыт и взгляды учителей английского языка в Узбекистане, предлагая идеи для эффективной интеграции современных ресурсов, соответствующих развивающимся потребностям учащихся. Результаты показывают различные уровни ознакомления учителей с современными ресурсами, восприятие их преимуществ и проблем, а также уверенность в

использовании этих материалов. В заключении автор статьи выступает за продолжение исследований и сотрудничества для успешного внедрения материалов нового поколения в классы по английскому языку, что в конечном итоге повысит качество образования в Узбекистане.

Ключевые слова: материалы для преподавания нового поколения; обучение английскому языку; образовательные реформы; обучение учителей; технологии; культурно значимый контент.

Introduction

English language instruction is experiencing significant transition, especially in regions such as Uzbekistan, where educational reforms are actively altering pedagogical approaches. As conventional textbooks — typically defined by rote learning and instructor-led methodologies are supplanted by progressive, student-focused resources, instructors encounter both prospects and obstacles. This evolution is propelled by a comprehensive educational philosophy emphasising active engagement, critical analysis, and cultivating vital 21st-century competencies.

The demand for "new-generation" teaching materials in Uzbekistan, as stipulated by the Presidential Decree of September 2018, demonstrates a dedication to conform to international standards and incorporate contemporary pedagogical methods. The new materials enhance communicative ability and actively involve students through interactive, multimedia content. The effectiveness of these programs largely depends on teachers' proficiency and confidence in employing these materials in their classrooms.

This paper investigates the impact of contemporary teaching materials on improving English language education in Uzbekistan, analyzing the existing level of teacher readiness and the perceived advantages and obstacles related to these developments. This study investigates the experiences and perspectives of English language teachers in Uzbekistan to offer insights into the effective integration of contemporary resources that align with the developing needs of learners.

Literature review

The development of teaching materials, especially coursebooks, has closely reflected the dynamic nature of education. Coursebooks from the early 20th century generally served as static knowledge sources, fostering rote memorization and teacher-centered pedagogy (24; 19). Students were passive recipients, with few options for active engagement or analytical reasoning.

The second half of the 20th century initiated a significant transformation in educational philosophy, prioritizing learner-centered methodologies and communicative language instruction (20; 2). The transition, together with the swift progression of technology, has generated

a demand for innovative instructional resources that engage learners in knowledge construction and provide them with crucial 21st-century skills (3; 16). Contemporary coursebooks are distinguished by their interactive and multimedia elements, frequently integrating tailored learning pathways to address the specific needs of individual students (14; 25).

Current research validates the efficacy of these advanced materials. Research indicates that they enhance student engagement and augment learning results via interactive components, multimedia materials, and tailored educational experiences (4; 11; 5). They promote the advancement of communicative skills by offering authentic language input and possibilities for significant interaction (22; 8; 6). Additionally, their adherence to the principles of Universal Design for Learning (UDL) guarantees inclusivity and accessibility for all learners, irrespective of their skills or disabilities (21; 9).

The shift to contemporary educational materials is especially important in English language instruction. Conventional coursebooks, frequently condemned for their focus on grammatical exercises and isolated vocabulary, are progressively being supplanted by innovative materials that emphasize communication, critical thinking, and cultural awareness (25; 10; 23). These resources promote student independence and facilitate the utilization of language skills in practical situations (1; 17; 18).

Uzbekistan exemplifies the intricacies and difficulties inherent in this shift. The Presidential Decree dated September 5, 2018, explicitly requires the development and execution of a "new generation" of textbooks and educational materials that conform to international standards and integrate contemporary pedagogical and information-communication technologies (Presidential Decree, 2018). Linguists and educators are diligently investigating the most appropriate coursebooks for learners, although they face significant challenges in addressing the intricacies of global and local contexts, cultural factors, and the accessibility of expertise (8; 12; 13). The continuous experimentation with diverse coursebooks, including "Fly High" and "Prepare," signifies the persistent quest for resources that adequately tackle these complex concerns (7; 17).

Research Questions

1. To what extent are English language teachers in Uzbekistan familiar with the concept and pedagogical underpinnings of new-generation teaching materials?
2. What are the perceived benefits and challenges of using new-generation materials in English language classrooms from the teachers' perspectives?
3. How confident are teachers in their ability to effectively utilize these materials to enhance student learning and engagement?
4. Which characteristics do they associate with new-generation language teaching books?

Materials and Methods

This study employed a quantitative research design utilizing an online survey as the primary data collection tool. The survey instrument

was disseminated through various social media channels, leveraging the researcher's existing networks to reach a broad sample of English language teachers in Uzbekistan. The survey questions were informed by the research questions and the literature review, aiming to gather data on teachers' familiarity with, perceptions of, and confidence in using new-generation teaching materials. The survey included both closed-ended questions with Likert scale responses and open-ended questions allowing for more detailed insights.

Data analysis involved descriptive statistics to summarize quantitative responses and thematic analysis to identify patterns and themes in the qualitative data. The findings were then interpreted in light of the research questions and the existing literature, contributing to a deeper understanding of the challenges and opportunities associated with the adoption of new generation teaching materials in the Uzbekistani context. Moreover, the following questionnaire is created and taken via the google form in social media channels for teachers.

Interview Questions for Language Teachers

Name (Optional):

Years of Teaching Experience:

Educational Level:

- Bachelor's Degree
- Master's Degree
- PhD
- Other (please specify)

Primary Teaching Context:

- Primary School
- Secondary School
- University/College
- Other (please specify)

On a scale of 1 to 5, how familiar are you with the concept of new generation language teaching books? (1 – Not at all familiar, 5 – Very familiar)

N/B: This question aligns with the first research question, aiming to gauge teachers' awareness of new generation materials.

1. What do you perceive as the main benefits of using new generation language teaching books? (Please select all that apply)

- Increased student engagement
- Improved language skills
- Enhanced critical thinking
- Greater cultural awareness
- Other (please specify)

N/B: This question is linked to the second research question, exploring teachers' views on the advantages of these materials. It draws upon the literature's emphasis on enhanced engagement and learning outcomes.

2. What do you perceive as the main challenges of using new generation language teaching books? (Please select all that apply)"

- Lack of training

- Limited technological resources
- Difficulty adapting to new teaching methods
- Cost of materials
- Other (please specify)

N/B: This question also relates to the second research question, focusing on the potential obstacles teachers might encounter. It reflects the literature's acknowledgment of the need for adequate teacher training and support

3. How confident are you in your ability to effectively use new generation language teaching books in your classroom? (1 — Not at all confident, 5 — Very confident)

N/B: This question directly addresses the third research question, assessing teachers' self-efficacy in utilizing these materials.

a. What types of professional development support would be most helpful for you to implement new generation language teaching books successfully? (Please select all that apply)

- Workshops on using new technologies
- Training on adapting materials for different learning styles
- Opportunities to collaborate with other teachers
- Access to online resources and support
- Other (please specify)

N/B: This question connects to the fourth research question, identifying the specific areas where teachers require support. It is informed by the literature's emphasis on the importance of teacher training for successful implementation.

4. Which of the following characteristics do you associate with new generation language teaching books? (Please select all that apply)

- Interactive activities and exercises
- Integration of multimedia (audio, video, animations)
- Focus on communicative competence and real-life language use
- Emphasis on learner autonomy and self-directed learning
- Culturally relevant and inclusive content
- Other (please specify)

Results and Discussion

The survey garnered responses from 39 English language teachers in Uzbekistan, providing insights into their perspectives on new generation teaching materials.

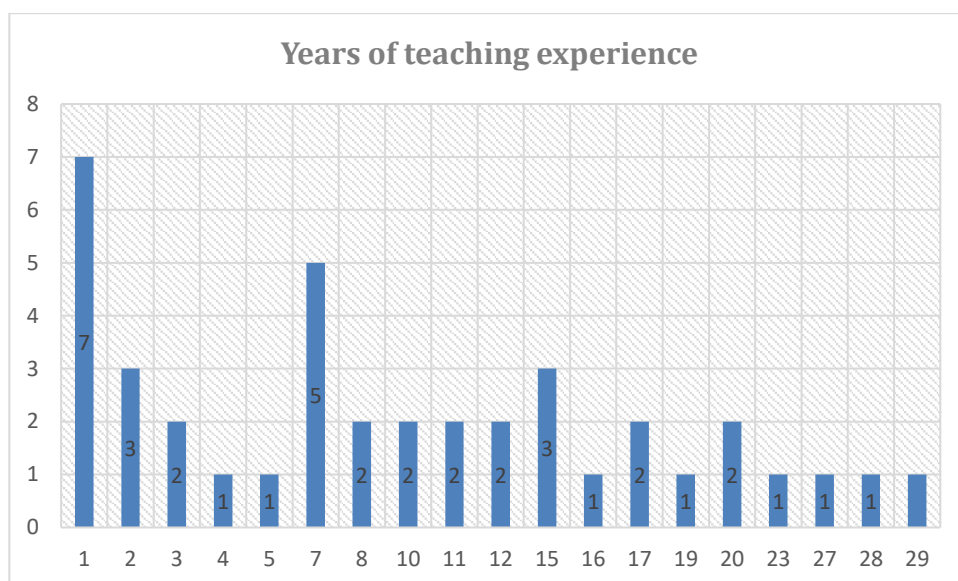


Figure 1. Years of Teaching Experience

The majority of participants (Figure 1) had substantial teaching experience, with the most common ranges being 11–15 years (28.2 %) and 16–20 years (25.6 %).

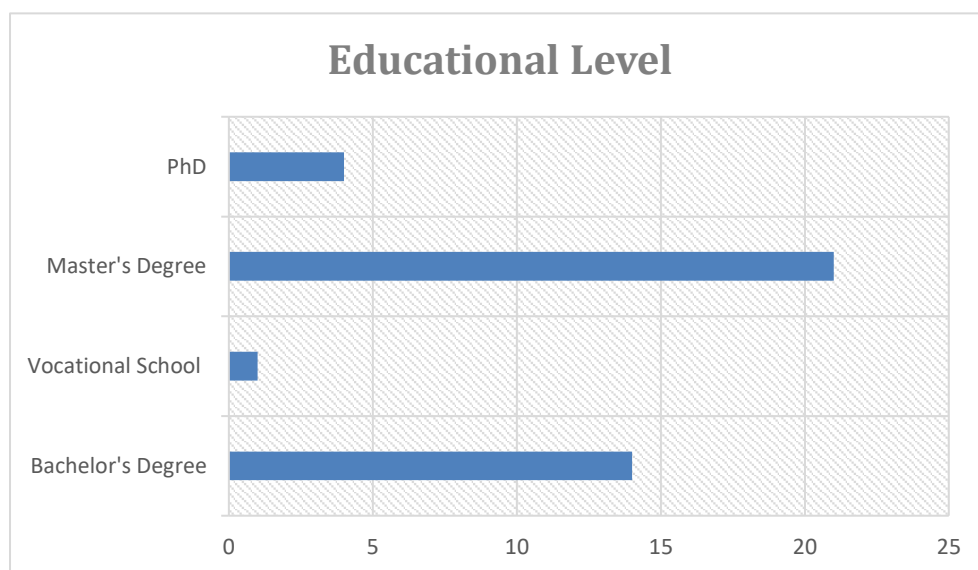


Figure 2. Educational Level of Survey Participants

As for Figure 2, most respondents held a Master's degree (56.4%), followed by a Bachelor's degree (41 %). However, the largest group taught at the university/college level (48.7 %), with secondary and primary schools each accounting for 25.6 % as it is presented in Figure 3.

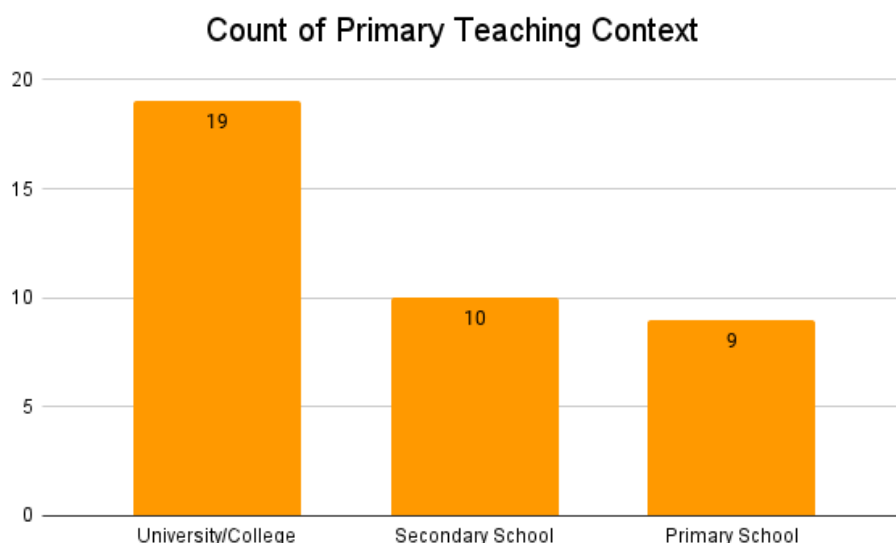


Figure 3. Primary teaching context of the survey participants

Regarding familiarity with new generation language teaching books in Figure 4, most respondents indicated being "somewhat familiar" or higher, with the most common response being "very familiar" (30.8 %).

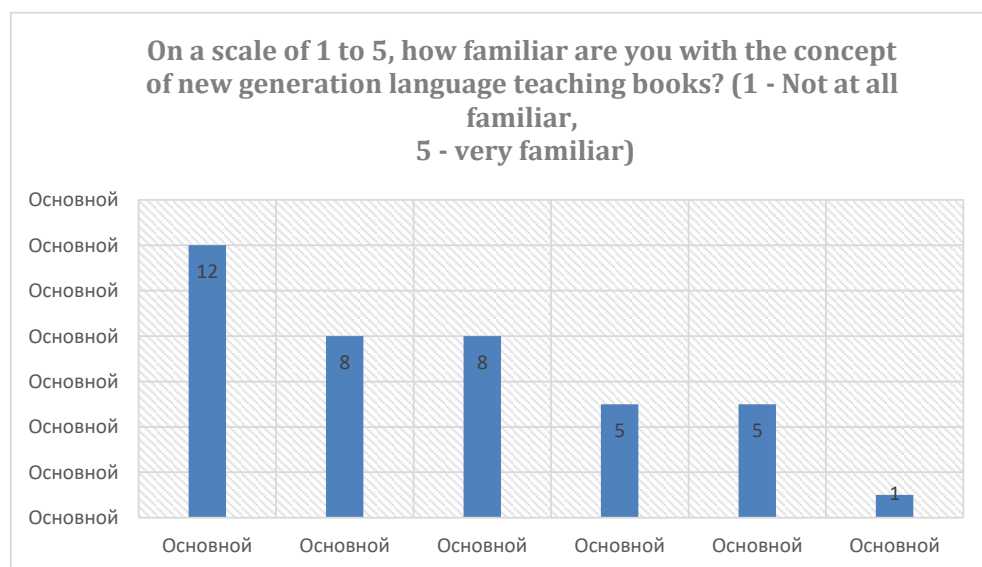


Figure 4. Familiarity with New Generation books

Additionally, the survey findings illuminate the current landscape of English language teaching in Uzbekistan, particularly concerning the adoption of new-generation teaching materials.

Addressing Research Question 1 on teacher familiarity, the results indicate a moderate to high level of awareness (82.1 %) among Uzbekistani English language teachers regarding new-generation

materials. This suggests that initial efforts to introduce and promote these resources have gained traction.

"What do you perceive as the main benefits of using new generation language teaching books?
(Please select all that apply)"

39 responses

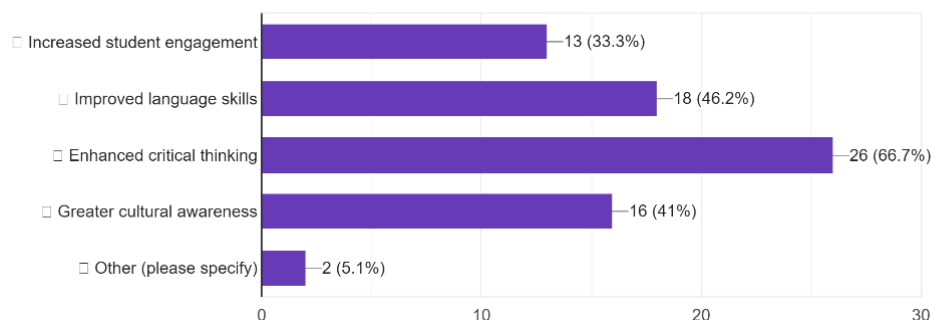


Figure 5. Research question 1. Benefits of New Generation coursebooks

Regarding Research Question 2, which focused on the perceived benefits and challenges, the data reveals that teachers appreciate the potential of these materials to foster 21st-century skills and communicative competence, particularly through enhanced critical thinking (66.7 %) and improved language skills (46.2 %). However, the cost of materials (38.5 %), limited technological resources (35.9 %), and lack of training (30.8 %) emerged as primary concerns, highlighting practical barriers to implementation (Figure 6).

"What do you perceive as the main challenges of using new generation language teaching books?
(Please select all that apply)"

39 responses

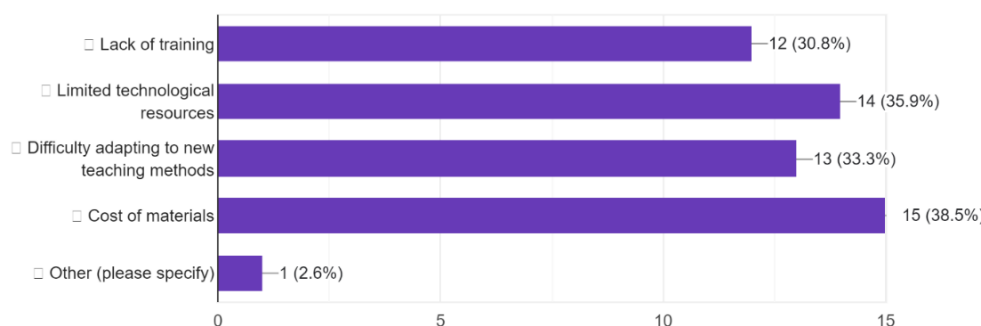


Figure 6. Research question 2. Challenges of using new generation coursebooks

Figure 6 illustrates the primary challenges faced by English language teachers in Uzbekistan when implementing new generation coursebooks. The data reveals that the most significant obstacles include the high cost of materials, with 38.5 % of teachers citing affordability as a concern, which can hinder the integration of these resources into the curriculum. Additionally, 35.9 % of educators report limited technological resources, highlighting the lack of adequate tools and infrastructure necessary for effectively utilizing interactive coursebooks. Furthermore, 30.8% of

teachers express the need for professional development and training to adapt to and implement these new materials in their teaching practices. These challenges underscore the importance of providing targeted support and resources to facilitate the successful adoption of new generation teaching materials in English language education.

"How confident are you in your ability to effectively use new generation language teaching books in your classroom?" (1 - Not at all confident, 5 - Very confident)

39 responses

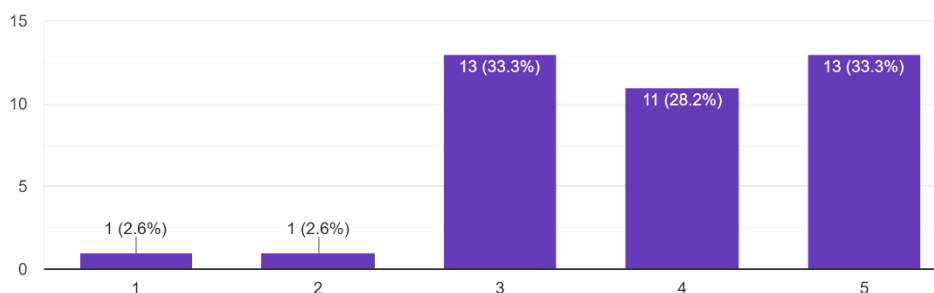


Figure 7. Research question 3. Confidence of using new generation books effectively

As for Research Question 3, concerning teacher confidence in utilizing new-generation materials, the results show a mixed picture in Figure 7. While a fair number of teachers expressed confidence (28.2 % confident, 33.3 % very confident), a significant portion (33.3 %) also indicated being only "somewhat confident." This suggests that although teachers recognize the potential of these materials, they may require additional support and training to fully leverage their benefits in the classroom. This underscores the critical role of teacher preparedness in the successful integration of new-generation materials.

Finally, in relation to Research Question 4, the survey revealed that teachers primarily associate new-generation language teaching books with a focus on communicative competence and real-life language use (64.1 %), followed by the integration of multimedia (51.3 %) and interactive activities (43.6 %). This suggests that teachers recognize the key features that distinguish these materials from traditional textbooks.

"Which of the following characteristics do you associate with new generation language teaching books? (Please select all that apply)"

39 responses

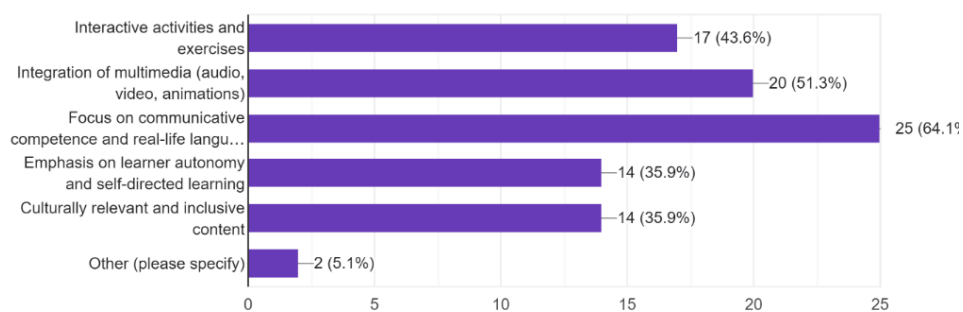


Figure 8. Research question 4. Characteristics of New generation Coursebooks

In summary, the survey findings highlight both the promises and challenges associated with adopting new-generation teaching materials in Uzbekistan. While teachers are generally aware of these materials and appreciate their potential benefits, practical barriers and the need for further training and support persist. These insights emphasize the importance of a multifaceted approach to facilitate the successful integration of these materials, including professional development initiatives, addressing technological limitations, and ensuring affordability and accessibility.

Conclusion

The findings of this study have several implications for English language education in Uzbekistan. First and foremost, they underscore the need for continued investment in teacher training and professional development. Providing teachers with the necessary skills and confidence to effectively utilize new-generation materials is crucial for their successful implementation. Additionally, addressing the challenges related to the cost of materials and limited technological resources is essential to ensure equitable access and opportunities for all learners.

Furthermore, the study highlights the importance of developing culturally relevant content that resonates with Uzbekistani students and their learning contexts. This could involve incorporating local themes, cultural references, and real-world scenarios into the materials to enhance their relevance and engagement.

Finally, the study suggests that ongoing research and collaboration are necessary to monitor the impact of new-generation materials on student learning outcomes and teacher practices. By continuously evaluating and refining these materials, we can ensure their effectiveness and adaptability to the evolving needs of learners and the educational landscape.

In conclusion, this study provides valuable insights into the perceptions and preparedness of English language teachers in Uzbekistan regarding new-generation teaching materials. The findings emphasize the need for a multifaceted approach that includes teacher training, technological support, and culturally relevant content to facilitate the successful integration of these materials and ultimately enhance the quality of English language education in the country.

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